DOCUMENT RESUME

ED 168 225 EC 113 506

TITLE	High School Internship Project Dissemination Packet.
INSTITUTION	Eugene School District 4J, Oreg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	78
GRANT	554AH60979
NOTE	31p.; For the program's final report, see EC 113 505
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Education; *Gifted; *Internship Programs; Senior High Schools; *Talented Students
IDENTIFIERS	*Oregon (Eugene)

ABSTRACT

Intended to help other school districts who may be interested in starting a similar program, the report provides information about a high school internship project in career education for gifted and talented 11th and 12th graders in Eugene, Oregon. For a 12-to 18-week period, students spend 4 days a week as non-paid interns working with executives, managers, and professionals in business and municipal government agencies. Included in the report are an overview of the project, samples of the placements and activities experienced by the students, and suggested steps for getting such a program started. Criteria for identifying the gifted and talented, a sample program budget, and the program coordinator's job description and list of qualifications are appended. (DLS)

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HIGH SCHOOL INTERNSHIP

PROJECT

DISSEMINATION PACKET

A federally funded career education project funded under section 402 and 406 of Public Law 93-380, Fiscal Year 1977.
Grant No. 554AH60979.

Project Director: James Holst
Project Coordinator: Gary Prichard
Project Location: Eugene School District 4J
200 N. Monroe Street
Eugene, Oregon, 97401

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HIGH SCHOOL INTERNSHIP PROJECT

DISSEMINATION PACKET:

The High School Internship Project is a federally funded career education project for gifted and talented 11th and 12th grade students. This packet is part of the dissemination phase of the project and is intended to help other districts who may be interested in starting a similar program. Included in this packet are: (1) an overview of the project, (2) samples of the placements and activities our students have been experiencing, (3) suggested steps for getting started, and (4) an appendix of helpful material and other resources including a budget.

OVERVIEW:

For a 12 to 18 week period participating high school students, selected from the district's high schools spend four days a week as non-paid interns working with executives, managers, and professionals in Business and Municipal/Government Agencies. Exploring occupations of high career interest to the students is the principal goal of the program. Weekly seminars, bringing together the entire internship group, focus on career opportunities and examination of management concepts through case studies of management problems observed during internships. Interns also participate in a career counseling component, learning procedures for self-assessment, organizing information, planning, clarifying work values, and making decisions in terms of situations encountered in the program. The students keep logs documenting what they have experienced in the program. These logs assist the students in reflecting on what they have done on their internships, and assist the coordinator in monitoring the student activities so the internship is kept in focus with intended goals. The program is designed to eventually accommodate 20 to 35 interns per year. The major limitation is the time required to locate custom placements for the interns.

SAMPLES OF PLACEMENTS AND ACTIVITIES:

INTERIOR DECORATOR - The student developed a sample board for carpeting, plaint, etc. Participated in color consultations with customers, and worked up color "plans" for a speculation house which the builder was building.

ARCHITECT - The student attended customer-architect consultation sessions, site visits, made inspection visits with the architect, did selected drawings, and site analysis/building proposal, and attended community land-use planning sessions.

COUNSELING SERVICE - The student assisted the director in preparing counseling service budget (the counseling service is a non-profit/ donation and fee based service). The student attended staff meetings, and went to community meetings with the sponsor. She did a study for the sponsor on what each employee felt his job consisted of and what the duties were.

FOREST MANAGEMENT - The student rotated among various foresty departments working with the respective department managers. The student attended timber sales meetings, environmental impact meetings, and traveled throughout the district with various supervisors observing various aspects of forest management.

BANK - The student rotated through the various departments working alongside the various department managers and personnel. Generally the program followed the typical bank management training programs.

HOTEL - The student began with sponsor who was the Desk Manager and rotated throughout the hotel department. The student met daily with sponsor for half-hour sessions to reflect on activities and answer questions.

CONVELESCENT HOME - The student worked with various departments assisting in managerial duties. The student spent a majority of time assisting with the administrator, attending staff meetings, seeing that regulations were met. The student's project was to coordinate volunteer activities.

TRANSPORTATION DISTRICT - The student was given a project and asked to decide what approach to use, to meet with staff to seek solutions, problems, and causes, and then institute a solution. In addition the student attended meetings in the community to determine if the community needs were being met.

DEPARTMENT STORE - The student attended store training sessions, worked in two departments with the respective managers, attending store meetings and assisting in management duties. The student was given special tasks such as price comparison studies the results of which were used to make decisions.

FLIGHT SERVICE - The student did a special sales project which included locating selected planes in a national publications which met local customers needs, drafted a mailer, found out the postal regulation and had the mailer printed, sent out the mailing, then tallied and tabulated the results as they came in. In addition the student was rotated through the various departments assisting managers.

RED CROSS - The student was assigned special projects such as "Meals on Wheels" and to organize and supervise another special project which was the disbanding of the Tom Thumb Bookmobile. This involved contacting various school principals throughout Lane County to see who wanted the books and what kind of books they could use.

SHOPPING MALL - The student assisted the manager in managing an indoor mini-mall. The student attended contract negotiation meetings between the mall management and new tenants. In addition, the student attended the mall association (made up of tenants) meetings and meetings with the corporate attorney to settle dispute.

FISH AND WILDLIFE - This student is planning on a career as a fish biologist or in game fish management. He is interning with the manager of the Leaburg Fish Hatchery (a state agency) and a fish biologist. The intern is involved in on-going studies of game fish population, the hatching of fish, the releasing of fish, and the tabulation of data.

PRINTING AND GRAPHICS - The student is interested in printing and graphics and began his internship at the school district's print shop to orient himself to the basics of printing and has moved to a commercial printing and graphics firm. He has focused his attention

on orienting himself to the skills of printing and graphics.

ACCOUNTING - The student is planning a career in accounting. She is interning with the head of the accounting department at Lane Transit District. At LTD she assists in preparation of reports, attends budget meetings, and assists in routine accounting processes.

FLORIST - The student is assisting the manager of a small florist and gift shop. In the shop she assists in ordering, display, sales, receiving, etc. This is an ideal arrangement for a student who's goal is to have a business of her own.

SPECIAL EDUCATION - The student is interested in a career in special education specifically with T.M.R.'s. She is interning at the John Collins House, a group home. Here she assists in planning and supervising of activities and the collection of and control of data.

VETERINARY MEDICINE - The student is interning with a veterinarian. With the doctor and his staff, she will determine if a veterinarian career is her goal and will also learn much about the management of a veterinarian clinic. The student began by assisting the staff in their duties which included organizing and maintaining of the clinic. As she became oriented to the clinic then she began assisting the veterinarian giving shots, preparing animals for surgery and assisting with surgeries. She also was involved in meetings with the owners.

FASHION AND RETAIL SALES - Three students are focusing their internships on women's fashions. Each is intensly interested in the area of buying and shop management. The students were placed in three different stores through competitive interviews and mutual selection. The students participate in store staff meetings, assist in sales, security, and displays. They meet with buyers and advertising reps as these people meet with the manager or staff.

COMMERCIAL ART - This student is interning with a printing firm in the area of commercial art. This is a unique opportunity for a person her age. She is seeing many of her ideas in print, and also gives directions to other's ideas. She has recently been hired to replace an artist who has left the firm.

STARTING AN INTERNSHIP PROGRAM:

The following material gives a general outline of the tasks involved in establishing an intern program:

A. Organization

1. Location within the organization. Decide on the location of the program within the district and who will provide administrative support. The program could be based out of a high school, the central administration, an alternative school, or even a separate office away from the schools. Administrative support could be provided by a principal, assistant superintendent or career education director. The critical issue is to provide strong, committed leadership which can work with the staff and administration of schools throughout the district. Problems will arise which call for close cooperation between the school and the internship personnel. We based our program out of the career education office in our central administration building. The decision of locating the program in the central office as opposed to one of the four high schools overcomes the reluctance of some students to participating in the program due to high school rivalry.

2. Determine student target group. Internship programs can involve many different types of students. Our's has become part of the district's program for the gifted and talented. However, other students could benefit from it. We have found that successful students seem to be high in independence and initiative. Most of our students relate well to others and have a definite achievement orientation. We recommend allowing both juniors and seniors to enter. However our experience has generally been best with seniors. Criteria for identifying gifted and talented are included in the appendix.

3. Budget. An internship program can be operated at a cost comparable to programs within the buildings. The maximum class size is about 20. We recommend limiting the initial class size to 12 or so. A sample budget is in the appendix. You will need to provide the following:

   a. Coordinator - a full time position with some summer workshop time to recruit sponsors.

b. Secretarial support - at least a portion of a secretary's time is needed to handle telephone calls, correspondences and record keeping. We estimate approcimately .2 time would be adequate unless you decide to prepare all of your own materials.

c. Materials - You will need funds for brochures, handbooks, student materials, evaluation materials, reading material on careers and secretarial supplies. We are budgeting $1039.00 for this our third year.

d. Travel - Local travel funds for use by the coordinator in recruiting and visiting interns are required.

e. Insurance - Some protection for interns is needed in case of injury. In Oregon the district is required to provide coverage for non-paid work experience students under the state's industrial accident insurance. This includes our interns.

f. Office Space - Our experience shows the need for a private office area where the coordinator can counsel with the interns and make phone calls to sponsors and parents.

g. Seminar Space - The Friday seminars require a classroom or conference room.

4. Credit Policy. Our credit policy is based on two principles: (1) the internship is a valid learning experience and, (2) no student shall suffer any loss of credit or requirements because of participation in this program. We have agreement on these principles with the high schools and credit has not been a problem. We have given credit in language arts, social, studies, career education, and electives. Where a student's home school identifies specific needs, such as improving writing skills, the coordinator, intern and sponsor can develop an education plan as part of the internship. We give full credit for a 6 to 8 hour day. We do not recommend fewer hours.

Evaluation is highly individualized but is primarily accomplished by the coordinator and sponsor working together.

5. Selecting and training the coordinator.

a. Job description and qualifications - The appendix contains a job description and list of qualifications. We selected

our coordinator from among our business teachers who had cooperative work experience involvement. This position requires someone who can work well in both the business community and the schools as well as relate to the student interns.

b. Training - In our first year our coordinator attended a training session provided by the Executive High School Internships of America (EHSIA). This was a valuable training experience. However we have developed a program which is not the same as the EHSIA model. Thus we are not longer contracting for support from that organization.

6. Organize an Advisory Committee. The advisory committee assists the coordinator in establishing the program and setting guidelines. It needs to include members from the business-industry community and the schools. The early meetings of the committee should be devoted to identifying prospective sponsors, reviewing the program expectations of the sponsors, students and school administration, and discussing ways of communicating information about the program to the schools and community.

7. Working with the high schools.

a. Principals - It has been our experience that, for both sponsoring organizations and the schools, it is vital to have the top person knowledgable about and supportive of the program. In the case of the high schools, the principal and the administration team need to be briefed on the project and their input sought in making some of the policy decisions involved. While the principals may or may not participate in recruiting interns, their attitude about the program can easily cause it to succeed or fail. The principals must feel that the internship program is of value to the students. Our high schools were very pleased when some sponsors sent them unsolicited letters commending both the interns and the schools for the quality of the interns' efforts and education.

b. Counselors - The counselors seem to be the primary source of referral. Once the principal's support is assured the next

step is to meet with the coulselors, preferably with the principal present to brief them on the program, criteria for selecting interns and grading policy. Counselors need to be assured that the internship experience is not a barrier to college admission. Indeed, experience shows that it can be a real help.

c. Staff - Early in the year the principal and coordinator should brief the entire staff on the program. Again the staff needs to understand and support or at least accept the program. We have found a wide range of feelings on the program. Some teachers are enthusiastic supporters while others are not. Most staff members, when they see the effect of the program on the interns, develop a positive attitude toward the program.

d. Building advisors - If your program involves bringing interns back to their school for sharing their experience you will need someone to act as an advisor to coordinate the interns with appropriate classes. The interns also need someone at the school to be a source of information. This person could be a teacher, counselor, or department chairperson.

8. Develop program materials. In our program we have used the following materials:

a. a descriptive brochure
b. student application form
c. criteria for student selection and screening
d. learning contract
e. employers site analysis forms
f. student logs
g. internship program letterhead
h. demographic questionnaire
i. intern resume form
j. lst of term questionnaire
k. orientation feedback
l. Executive Myth Inventory
m. sponsor interview feedback form
n. Interest Check List

B. Recruiting Sponsors

This is the most difficult and time consuming task in the program.

1. Basic Steps and/or Techniques.
   a. Make presentation of program to appropriate groups of employers.
   b. Follow up interviews with individual prospects. Try to involve the top executive or manager. Choose people in career areas identified by interviews with students.
   c. Coordinator prepares an analysis of each job site.
   d. Hold orientation meeting with sponsors who have intern placements.
2. Employer-sponsors are asked to do the following:
   a. Provide an internship experience, without pay, which is broadly educational in scope, supportive of the stated education objectives of the program, and directed toward providing the student with a comprehensive understanding of how that placement functions from a broad perspective.
   b. Brief the student about the organization, including priorities; major programs, products, or services; operating budget or annual report; table of organization; examples of decision-making processess; and career opportunities in the field.
   c. Provide the student with opportunities to accompany the employer to meetings and conferences; to explore various career opportunities in the organization; and undertake special assignments under direct supervision of the employer which will enhance the intern's learning experience and not violate the Fair Labor Standards Act.
   d. Advise the student on good work habits.
   e. Brief key staff members at the begining of the internship about purposes of the program and roles and functions of the intern in the organization and solicit their cooperation in providing the support and supervision for the student.
   f. Designate a regular weekly meeting time with the intern to review progress, share observations, answer questions, assess overall performance, suggest areas of improvement, and provide general support and encouragement.
   g. Advise the student on developing objectives for the

internship.

h. Designate a staff member to provide supervision and assistance when the employer is unavailable.

i. Meet with the teacher-coordinator during the semester and inform the school district of any problems that arise.

j. Make time available at the end of the term to participate in evaluation of the program's overall effectiveness.

k. Review and sign off on the intern's summary of the internship experience for the attachment to the academic transcript.

3. Criteria for selecting sponsors:

a. Will spend time with students.

b. Can offer a challenging education experience, with opportunities for participation as well as observations, in support of program goals.

c. Hold a full time position which offers a broad vantage point for exposure to problems of management decision-making and career opportunities in the field.

d. Are part of an organization which has relatively stable environment and sound reputation.

e. Have personal integrity.

f. Are willing to trust the intern with confidential matters.

g. Relate well to young people and can envision ways in which the intern's participation could contribute to the organization.

h. Can provide appropriate supervision and support.

i. Have space to accommodate an intern.

C. Recruiting Interns

NOTE: Our main advice is to start early and be willing to settle for a few hardy souls in your first group of interns.

1. Personal Contacts - When the coordinator, principal, counselor or other staff member know of a prospective intern, they make a recommendation or nomination. This is successful in getting a few students but may miss many others.

2. Advertising - Notices placed in school newspapers and daily announcements will produce some results.

3. Contact by Letter - Letters to a list of prospective interns produced about a 10 percent return. This was perhaps our

best recruiting technique. The students were identified from the honor rolls. This only gets academically gifted, not those with special talents.

4. Seminars - Seminars, at the high schools, open to interested students and conducted by active interns present were successful.
5. Comment - If the staff is supportive, all of these methods of recruitment are successsful. Where the staff is non-supportive, you will have to wage an uphill battle to get any interns. It may be a matter of getting one or two students into really good internships and letter them sell the staff on the program.
6. Screening applications - It is best to let the coordinator screen all applicants. We use an application form. The coordinator interviews the applications to determine their area of interest and level of commitment to this type of program. The coordinator must also check with the schools to determine if the student qualifies as a member of the target group, i.e. gifted and talented, etc.

D. Some Help in Keeping the Program Going

1. Weekly Seminars - These have proven to be a vital part of the program. The shared experiences of their internships, the study of management situations common throughout many organizations, and special activities together serve to produce a needed sense of belonging.

   It is important to prevent the seminars from becoming didactic lessons. Encourage student discussion with a given problem or topic as a starting point. It is also helpful to meet in a variety of places. An occasional luncheon or dinner meeting in a restaurant seems to be a usefull idea. Keep the groups small. We sometimes split the interns into morning and afternoon groups.
2. Problems - Sometimes things do go wrong. The most common problem was a delay in finding internships tailored to the intern's specific career interest. It helps to have an alternative activity available for these interns while they are waiting. One possibility is to have them stay enrolled in classes until a position is ready. Another strategy is to use a short-term placements in related areas prior to placing the student in the permanent internship.

Another problem occurs when an internship falls apart leaving the student with no place to go. If time permits, a new placement may be possible. Independent study, interviews and other activities to study areas of interest are possible.

We had one student withdraw from the program. The problem here lies in what credit and grade the student will receive for a partially completed internship. Our solution was to give one-half term's credit and a pass grade. This was not an entirely satisfactory solution.

E. Other Sources of Help in Starting an Internship Program

During the 1976-77 school year we contracted with the Executive High School Internships of America, EHSIA. This organization provides support materials, brochures, handbooks, and evaluation instruments, as well as training for the coordinator. The program they provided is very similar to our internship program. It is of high quality. But contracting with an outside agency limits the flexibility of the program and it is difficult to tailor a program to meet the needs of a particular community and student. For example, in our second year we wanted an option of internships for six to eight hours. Since EHSIA requires no less than eight hours, we could not contract with them for the 1977-78 school year. You may want to look at the EHSIA program.

APPENDIX NOTES

1. Criteria for identifying gifted and talented
2. Sample budget
3. Coordinator job description and qualifications
4. Materials from part A-8

DEFINITION OF GIFTED AND TALENTED

Public Law 91-230, Section 806, states that the Commissioner of Education shall define "gifted and talented" for purposes of Federal education programs. The definition established by the advisory panel reads:

> Gifted and Talented children are those identified by professionally qualified persons who by vitue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
>
> 1. general intellectual ability
> 2. specific academic aptitude
> 3. creative or productive thinking
> 4. leadership ability
> 5. visual and performing arts
> 6. psychomotor ability
>
> It can be assumed that utilization of these criteria for identification of the gifted and talented will encompass a minimum of 3 to 5 percent of the school population.
>
> Evidence of gifted and talented abilities may be determined by a multiplicity of ways. These procedures should include objective measures and professional evaluation measures which are essential components of identification.
>
> Professionally qualified persons include such individuals as teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are also qualified to appraise pupils' special competencies.

GIFTED OR TALENTED?

What to Look for ...

Intellectually Gifted

Does the child stand out in these characteristics when compared with other children that you know?

1. Learns rapidly and easily.
2. Uses a lot of common sense and practical knowledge.
3. Reasons things out, thinks clearly, recognizes relationships, comprehends meanings.
4. Retains what he has heard or read without much rote drill.
5. Knows about many things of which other children are unaware.
6. Uses a large number of words easily and accurately.
7. Can read books that are one to two years in advance of the rest of the class.
8. Performs difficult mental tasks.
9. Asks many questions. Is interested in wide range of things.
10. Does some academic work one to two years in advance of the class.
11. Is original, uses good but unusual methods or ideas.
12. Is alert, keenly observant, responds quickly.

Scientific Ability

1. Expresses himself clearly and accurately either through writing or speaking.
2. Reads one to two years ahead of his class.
3. Can do arithmetic one to two years ahead of his class.
4. Has good motor coordination, especially eye-hand coordination. Can do fine, precise manipulations.
5. Is willing to spend time beyond the ordinary assignments or schedule on things that are of interest to him.
6. Is not easily discouraged by failure of experiments or projects.
7. Wants to know the causes and reasons for things.
8. Spends much of his time on special projects of his own, such as making collections, constructing a radio, making a telescope, or learning a foreign language.
9. Reads a good deal in scientific literature and finds satisfaction in thinking about and discussing scientific affairs.

Leadership Abilities

1. Is like and respected by most of the members of the class.
2. Is able to influence others to work toward desirable goals.
3. Is able to influence others to work toward undesirable goals.
4. Can take charge of the group.
5. Can judge the abilities of other children and find a place for them in the group activities.
6. Is able to figure out what is wrong with an activity and show others how to do it better.
7. Is often asked for ideas and suggestions.
8. Is looked to by others when something must be decided.
9. Seems to sense what others want and helps them to accomplish it.
10. Is a leader in several kinds of activities.
11. Enters into things with contagious enthusiasm.
12. Is elected to offices.

Artistic Talent

Does the child stand out in these characteristics when compared to other children that you know?

1. Draws a variety of things (not just jets or horses or snakes).
2. Puts depth into pictures, and uses good proportion, plans pictures.
3. Takes artwork seriously. Seems to find much satisfaction in it.
4. Shows originality. Draws things in ways no other children do.
5. Is willing to try new materials and experiences.
6. Fills extra time with drawing and painting activites.
7. Uses art to express his own experiences, his own feelings.
8. Is interested in other people's art work. Can appreciate, criticize and learn from others' work.
9. Likes to model with clay, carve soap and work with other forms of three-dimensional art.

Creative Writing Talent

1. Can develop a story from its beginning, through the build-up and climax, to an interesting conclusion.
2. Gives a refreshing twist, even to old ideas.
3. Uses only necessary details in telling a story.
4. Keeps the ideas organized within his story.
5. Chooses descriptive words that show perception.
6. Includes important details that other children miss and still gets across the centeral idea.
7. Enjoys writing stories and poems.
8. Makes the characters seem life-like, captures the feelings of his characters in writing.

Dramatic Talent

1. Readily shifts into the role of another character, animal, object.
2. Shows interest in dramatic activities.
3. Uses voice to reflect changes of idea or mood.
4. Understands and portrays the conflict in the situation, when given opportunity to act out an event.
5. Communicates feelings by means of facial expression, gestures, and vocal variation.
6. Enjoys evoking emotional responses from listeners.
7. Shows unusual ability to dramatize feelings and experiences.
8. Moves a dramatic situation to a climax and brings it to a well-timed conclusion when telling a story.
9. Gets a good deal of satisfaction and happiness from play-acting or dramatizing.
10. Writes original plays or makes up plays from stories.
11. Can imitate others, mimics people and animals.

Musical Talent

1. Responds more than others to rhythm and melody.
2. Sings well.
3. Puts verve and vigor into music.
4. Is interested in music; listens to records; puts himself out to be where he can listen to music.
5. Enjoys harmonizing with others or singing in groups.
6. Uses music to express his feelings and experiences.
7. Makes up original tunes.
8. Plays one or more musical instruments well.

Movement Talent

Does the child stand out in these characteristics when compared to other children that you know?

1. Responds to rhythm of music by swinging arms or tapping feet.
2. Is well-coordinated, limber, light on feet.
3. Uses whole body to respond to feelings or experience, skips when happy, shuffles when sad.
4. Responds to the sense of music, can tell whether to skip, run, hop, by the mood of the music.
5. Can pantomime easily- using only motion; can depict emotional and dramatic situations.
6. Enjoys tapping out rhythms with fingers, sticks, feet.
7. Enjoys some form of dancing.

Mechanical Skills

1. Does good work on craft projects.
2. Has limber fingers, can manipulate toys and tools easily.
3. Is interested in mechanical gadgets and machines.
4. Has a hobby involving mechanical devices such as radios, model trains, construction sets.
5. Can repair gadgets, can put together mechanical things.
6. Comprehends mechanical problems, puzzles, and trick questions.
7. Likes to draw plans and make sketches of mechanical objects.
8. Reads Popular Mechanics or other magazines or books of mechanical subjects appropriate for age.

Physical Skills

1. Is energetic and seems to need considerable exercise to stay happy.
2. Enjoys participating in highly competitive physical games.
3. Is consistently outstanding in many kinds of competitive games.
4. Is one of the best coordinated children in the class.
5. Likes outdoor sports, hiking, camping.
6. Is willing to spend much time practicing physical activities such as shooting baskets, playing tennis, passing a ball.

Project - High School Intern
Budget 1977-78

a.	Personnel		
	Teacher-coordinator, 12 months	$20,090	
	Clerk-typist, 12 months, .8 time	6,048	
			$26,138
b.	Fringe Benefits @ 20%		5,228
c.	Travel		
	Intern-coordinator to New York City (once)	$ 390	
	Project Director to Washington,D.C. (twoce)	1,162	
			1,552
d.	Equipment		0
e.	Supplies		
	General office and teaching	500	
	Dissemination packet and mailing	100	
	Costs of advisory committee meetings	325	
			925
f.	Contractural		
	Program materials	$ 625	
	Training and technical assistance	1,375	
			2,000
g.	Construction		0
h.	Other		
	In-district travel	$ 240	
	Evaluation	2,749	
	Rental of telephone and typewriter	550	
			3,539
i.	Total direct charges		$39,382
j.	Indirect charges @4.00%		1,575
		TOTAL:	$40,957

District Budget High School Intern Program

1978-79

a.	Personnel Teacher-coordinator - 1 FTE plus a three weeks contract Clerk-typist- .120 FTE	
b.	Fringe Benefits @ 18% (depending on the district)	
c.	Travel - In district	$ 280
d.	Equipment for project office - desk, file , chairs, typewriter, telephone, usually withing the district	
e.	Supplies - for letter, pamphlets, study materials on management, postage, etc.	1,359
f.	Other - intern insurance	300
TOTAL, less personnel		$1,939.00

POSITION DESCRIPTION

Program Coordinator - Career Internship Program.

I. Qualifications.

1. Prior experience, understanding, and commitment to career education.
2. Knowledge of and experience in projects which involve community resources in education programs.
3. Knowledge of or experience in the economic sector.
4. Program development and implementation skills.
5. Ability to work cooperatively with representatives of the economic sector in development of programs.
6. Salesmanship skills for promoting and implementing the program.
7. Ability to effectively motivate and assist secondary school students in making appropriate career choices.
8. Competent writing and speaking abilities.
9. High energy level.
10. Credibility with school administration and staff.
11. Must hold a valid teacher's certificate from the State of Oregon.

II. Major Duties and Responsibilities.

Reporting to the Career Education Specialist, the Program Coordinator will have the following specific duties:

1. Operating the program office and developing necessary program materials.
2. Developing and utilizing the program advisory committee.
3. Job development.
4. Student identification.
5. Conducting briefings for potential interns and their parents.
6. Screening and placing of students.
7. Intern orientation.
8. Implementation of the academic credit policy.
9. Monitoring the program through site visits to employer; review of students' logs; and conferences with students.
10. Seminar development.
11. Liaison with department chairmen in the field of business who will act as faculty advisory to interns, regarding placements, seminar curriculum, and feedback into the school curriculum.

12. Contact with high school principals and counselors.
13. Career counseling of students.
14. Parent contacts.
15. Disseminating information about the program to the world of education and work and the general public.
16. Facilitating the program evaluation.

III. Work Year and Benefits.

This is a standard teacher-year position with an additional 15 days added to allow time for developing sponsors prior to the start of school. Total 208 days.

Salary and benefits are determined by agreement between the school district and the bargaining organization.

PERSONAL RESUME

Name:
Address:
Phone:
Age:

EDUCATIONAL BACKGROUND:

HONORS & ACTIVITIES:

COMMUNITY ACTIVITIES:

HOBBIES & INTERESTS:

PREVIOUS EMPLOYMENT:

OCCUPATIONAL GOAL:

SPECIAL SKILLS &
APTITUDES:

REFERENCES:

HIGH SCHOOL INTERN PROGRAM

SCHOOL DISTRICT 4J EUGENE PUBLIC SCHOOLS
200 North Monroe Eugene, Oregon 97402

September 22, 1977

Dear

We have received your application and look forward to your joining the internship program. It is important for me to know which semester you would like to do your internship and what type of organizations you prefer to do your internship with. Also, I am sure you would like more details about the program.

I suggest that you call me and we can set up an appointment when we can get acquainted and discuss the details of the internship program. Please call me at 687-3528.

Sincerely,

Gary L. Prichard,
Project Coordinator

GLP:rs

___Male ___Female

FIRST OF TERM QUESTIONNAIRE Student No. _____

Dear Student: The following questionnaire is confidential. It is in no way to be thought of as a "test." There is, in short, nothing to be shy about in responding honestly, and your responses are very important to your project.

Since part of this questionnaire asks you things that will be part of what you learn--or learn more about--in your internship, you may expect that you won't have all the answers. PLEASE DON'T GUESS. If you don't know the answer, leave it blank.

You will be given an index card. On that card please write your name and any five numbers. Someone will pick up the cards after you have copied the five numbers onto this sheet, in the upper righthand corner. Those cards will be filed in the evaluator's materials (not your coordinator), so that at the end of the term you can be given the card back and use the same number. You will then tear up the card. You see, we simply need some way of matching this form with one later.

Thank you for your help and cooperation. If there is any question you aren't sure you understand, please comment in the margin.

- -

1. Below are some work habits or personal characteristics that have been suggested by others as important in a professional position. Do you agree? Please indicate how important you feel these characteristics are by putting a number in the space to the left of the list. /1/ would indicate that you didn't think the item was particularly important; /5/ would indicate that you thought it was very important. You may use any number from 1 to 5, to indicate a range of importance.

For instance, if you thought blonde hair was not at all important, that good health was fairly important, that energy was very important, and that honesty was pretty important too, your list might look like this:

__1__ blonde hair __3__ good health __5__ energy __4__ honesty

____appearance	____promptness
____discretion	____friendliness
____dependability	____writing skill
____interpersonal skills	____speaking skill
____organizing skills	____knowledge of organizations

Are there other characteristics you might expect to be important for a successful manager, executive, or professional leader? If so, please list them below, and rank them, as above.

___ _____ ___ _____ ___ _____

2. Please describe briefly what you now feel are your career goals. Discuss what about the career area appeals to you, and the ways you feel you are potentially suited for such a career.

3. Imagine a typical day in your working life ten years from now. Describe some events of that day, in relation to the role you would be playing. How is your day spent?

Part B. of First of Term Questionnaire

As you respond to the following questions, please answer as you can from your real knowledge and attitudes. Do Not guess on the information items, questions #1-3 (you aren't being "graded"!). In the questions about your own thoughts, your honesty is important.

Comments:

1. Which of the following have laws prohibiting discrimination in employment on the basis of sex? (Put the letter(s) of your choice(s) in the blank to the right.) _____

   a. Lane County
   b. the City of Eugene
   c. the United States
   d. the State of Oregon

2. You feel you have been discriminated againist in employment on the basis of sex. To which of the following would you go for help?(There may be more than one answer.) _____

   a, Oregon Bureau of Labor
   b. Eugene Human Rights Commission
   c. U.S. Office of Federal Contract Compliance
   d. All of the above
   e. None of the above

3. Which of the organizations listed below have programs designed to help young people starting their careers. _____

   a. National Alliance of Businessmen
   b. Business and Professional Women's Club
   c. Youth Commission
   d. All of the above
   e. a and c only

In the blank to the right, put the number of the response which you feel best represents your feelings. The responses are:

4. I am most likely to have a career in management or administrative position. _____

5. Some jobs are more appropriate for women to hold (nursing, secretary) and some more appropriate for men (truck driver, telephone line worker). _____

6. Women are better managers of people than men. _____

7. Men are better at handling money than women. _____

8. I admire women who are single and have a full time career. _____

Page 2
Part B

9. I admire men who are single and have a full time career. _____

10. I admire women who have a full time career and are successful wives and mothers. _____

11. I admire men who have a full time career and are successful husbands and fathers. _____

12. Holding a powerful executive position seems like an impossible dream to me. _____

Circle one: Male Female

PROSPECTIVE SPONSOR'S INTERVIEW FEEDBACK

As you are well aware, the interview is a situation where both you and the student have an opportunity to learn about one another and about the relationship you might have if you work together. The internship program has tried to help the student gain confidence and skill, and would greatly appreciate your feedback about the interview. Your perceptions will help the program make decisions about its curriculum and student support. Please note that neither you nor the student is identified. We would greatly appreciate your honesty and your suggestions. Any comments or illustrations that throw light on the ratings would be very helpful; just write them in any empty space.

Number 1 is LOW and is described by the words at the lefthand side of the scale.

The numbers 2, 3, and 4 represent degrees between HIGH (5) and LOW (1).

Number 5 is HIGH and is described by the words at the right-hand of the scale.

PLEASE CHECK BY ENCIRCLING THE NUMBER APPROPRIATE IN EACH CASE.

EXAMPLE: You consider a student just slightly better than average on a certain skill or quality. You circle the number four (4), as follows:

1 2 3 (4) 5

LOW		HIGH
	1. Confidence	
reticent or passive; shy or stumbling; ill at ease.	1 2 3 4 5	very confident; related easily and freely.
	2. Courtesy	
curt, abrupt; not helpful; apparently bored or disinterested	1 2 3 4 5	notably courteous; friendly; appeared attentive and appreciative
	3. Skills in Communication	
halting or rambling; spoke too loudly; or too softly; difficult to understand or follow	1 2 3 4 5	expressed ideas fluently and easily; used language comfortably
	4. Quality of Resume	
lacked organization; poorly prepared; did not present relevant information	1 2 3 4 5	organized logically and relevantly; appropriate style; neatly typed
	5. Quality of Dialogue	
answered questions minimally; evidenced little knowledge of career area; little initiative	1 2 3 4 5	responded fully and appropriately to questions; initiated discussion; expressed interest and insight

ORIENTATION FEEDBACK FORM

The questions below ask you to respond on a scale. The left end of the scale is negative, the right end positive. You may mark a response at one of the ends, or somewhere in between. Please place your mark in the space that best represents your response. Make additional comments in any free space.

1. The initial interview with the coordinator helped me understand what I might expect from the internship.

/___/___/___/___/___/___/
Disagree Agree

2. In the initial interview I felt I had the opportunity to talk about my goals and reasons for desiring an internship.

/___/___/___/___/___/___/
Disagree Agree

3. In orientation session(s) I felt I was given an adequate sense of what would be expected of me in an internship.

/___/___/___/___/___/___/
Disagree Agree

4. Training in interviewing skills is important.

/___/___/___/___/___/___/
Disagree Agree

5. The training in interviewing skills I received was helpful.

/___/___/___/___/___/___/
Disagree Agree

6. The help I received in developing a resume was valuable.

/___/___/___/___/___/___/
Disagree Agree

7. I feel I know how to keep the log I am expected to keep.

/___/___/___/___/___/___/
Disagree Agree

8. I would rate my overall satisfaction with the orientation procedures as:

/___/___/___/___/___/___/
Low High

Do you have questions or concerns you would have liked to have had discussed in your orientation? If so, please list or describe on the back.